

*Call for Improvement  
Counselor's Report*

Recommendation - One of your posted classroom rules is, "Stay Awake/Sit-UP Nice and Straight". I feel this rule could be difficult to enforce consistently and open you up to a debate with the student. I suggest changing the rule to, "Be Attentive". This would be easier to define and not give the student room to argue the rule.

Plan at this time. I felt you showed good consistency in regards to classroom management. For example, a student was unprepared for class. You gave him a warning and then reviewed the classroom rule with him. This not only reinforces what is expected of him, but lets the other students know that the behavior will not be tolerated.

Comments - Very good class. You are meeting all areas defined in your Action Plan at this time. I felt you showed good consistency in regards to classroom management. For example, a student was unprepared for class. You gave him a warning and then reviewed the classroom rule with him. This not only reinforces what is expected of him, but lets the other students know that the behavior will not be tolerated.

Comments - Very good class. You are meeting all areas defined in your Action

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TO: Claudette deloen  
FROM: John Higginis, Assistant Principal   
RE: Observation on 9/11/02  
DATE: ~9/13/02

George H. DeSchner  
Principal  
John C. Higgins  
Assistant Principal  
James T. Morgan Jr.  
Assistant Principal  
Don C. Apel  
Guidance Director  
John S. Weete  
Athletic Director

Meadville, Pennsylvania 16335-2199  
Telephone: (814) 336-1121  
Fax: (814) 337-1486  
George H. DeSchner  
John C. Higgins  
James T. Morgan Jr.  
Assistant Principal  
Don C. Apel  
Guidance Director  
John S. Weete  
Athletic Director

Meadville Area Senior High School



PC: Charles B. Heller III, Ass't Superintendent  
George H. Deschner, Principal  
Dan Hoornman, President of CCBA  
Personnel File

John C. Higgins  
Assistant Principal

Thank you,

On Friday, September 20<sup>th</sup>, I was walking down the C-wing hallway at the end of 3<sup>rd</sup> period. I noticed that there was no teacher in your classroom at the beginning of 4<sup>th</sup> period (10:31 A.M.). When you arrived at 10:35 A.M., you informed me that you were speaking to another teacher about a student. I understand occasionally extenuating circumstances arise that may delay the teacher from arriving on time, but discussing a student should not be a cause for tardiness. Please be aware that your plan time can be used to discuss students with other teachers. Further, meeting with a teacher after school for a few minutes may also be beneficial.

Mrs. deLeon,

9/23/02

## Meadville Area Senior High School

George H. Deschner  
Principal  
John C. Higgins  
Assistant Principal  
James T. Morgan Jr.  
Administrator  
Dan G. Apel  
Guidance Director  
John S. Weis  
Athletic Director  
Athletic Director

930 North Street  
Meadville, Pennsylvania 16335-2199  
Telephone: (814) 336-1121  
Fax: (814) 337-1486



An overall evaluation of the lesson is that it was planned and delivered in a satisfactory manner. The suggestions offered are to enhance the lesson and help implement your action plan in a positive manner. It is early in the year and very important to establish the consistency early on. By doing this it makes the middle and end of the year go much smoother.

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use the excuse that other students are doing it and nothing is being done to them. issued to Kerry in the same time frame. If this is done consistently, then students cannot wrong with the reminders issued to Carlise, but the same reminders should have been aware of the total class environment and what students are doing. There was nothing with consistency being one of the issues addressed in the action plan, you need to be continued to do the same behaviors and was reminded at 2:44, 2:45, 2:46, and 2:50 p.m. continued to slump in her seat. This was the only reminder issued to her. Carlise reminded Kerry to sit up nice and straight. Kerry sat up for a brief moment and then down in the seat with her head laying on the backrest of the seat. At 2:43 p.m. you continued to have her head down. At 2:40 p.m., Kerry raised her head and then slumped rules and not having her head on the desk. This was not mentioned to Kerry. She were Carlise Hinds (first row from door, third seat back) and Kerry Ciallella (second row behaviors. At 2:37 p.m., two students had their heads down on the desk. These students again continue to encourage consistency when dealing with students, inappropriate materials to class, remaining on task, and not putting their heads on the desk. I would During the course of the period, some students had to be reminded about bringing in the lesson and the lesson objectives were met by the end of the period.

it easier for all to see. All in all, the lesson flowed well, students were actively involved in using an overhead projector, you could project the times onto the wall making lesson. In using an overhead projector, you could project the times onto the wall making audio visual to see if an overhead projector was available to use in the class for that difficult to see from the back. The other option would be to check with Mr. Hoottman in when holding a visual aid up in front of the class that it not be transparent as it was on an overhead projector held up in front of the class. I would suggest that time in the front of the room but much more difficult from the back. It was easy to see the these into their notebooks. Mrs. Deleon called on students to tell the time she was putting rules for telling time were written on the board. The students were encouraged to copy time and respond to the question and how to ask the time in Spanish, how to tell the into three parts. These objectives were how to tell time in Spanish, how to tell the The lesson objective was to teach the students how to tell time in Spanish. It was broken remained they were having a quiz on Friday. This was also noted on the board.

Mrs. Deleon began the class by reviewing the lesson objectives. The students were students present in the class. The lesson outline for the day was on the board. Mrs. Deleon was observed during her 8<sup>th</sup> period Spanish I class. There were twelve

12-8-00

JUL

forwarding photo on

does your son do the

or

or

or

the defendant wanted to know

CC: Mr. Charles Heller - Assistant Superintendent  
 Mr. George Deschner - Principal  
 Ms. John Jones - PSEA Attorney  
 Mr. Robert Hootman CCBIA  
 Mr. Richard Ruth - Attorney  
 Mr. Meheka - Union Rep  
 Mr. Roznowsky - Union Rep  
 Mrs. De Leon

Thanks for your assistance,

Needless to say, I will definitely follow your directives.

In your memo, you also mentioned that I arrived at 10:35 at my Study Hall. I believe I arrived at my Study Hall at 10:33, according to my Study Hall Pass Roster, my 1<sup>st</sup> student left at 10:34 to the restroom. Please see copy attached. I also asked Mrs. Daniel to write you a memo about our casual conference on the stairs before my 4<sup>th</sup> Period Study Hall.

However, I will make sure that in the future if anybody ask me anything, I will tell them to please see me during my lunch or plan period. In this particular circumstance when Mrs. Daniel said talking about. So far, I don't seem to have any single problem student. That Pam had an argument with me, I was really "off track". I was trying to understand what she was always making sure to schedule time during my plan period or after school. Whenever, I have a problem I need to discuss with guidance parent, student or talk to any teachers, I that I personally didn't plan at all to discuss anything about this SP I student Pam Giogone.

I am perfectly aware that discussing a student it shouldn't be a cause for tardiness. Please, understand nonetheless, I added; "let me know of any problems and perhaps I could talk to Pam later". She never talks. She is an excellent student. I told Mrs. Daniel that I had to go to my Study Hall. "Are you sure Pam was referring to me?" I added, Pam is very polite and she always follows directions. Again because I personally didn't have an argument with Pam Giogone, I asked Mrs. Daniel again: said she was very upset for getting into an argument with Mrs. Daniel to please talk to Pam

stairs. She also added that Pam Giogone had gone to see her, and according to Mrs. Daniel Pam had things were going with SP 1 1<sup>st</sup> Period Student Pam Giogone as Mrs. Daniel's was going down the before my Study Hall 4<sup>th</sup> Period started; Mrs. Meg Daniel's (Special Ed. Teacher) asked me how Study Hall (as it happened to be this particular 4<sup>th</sup> Period). As I was coming up the stairs at 10:29 mentioned in which there are extended circumstances that may delay me from arriving on time to my response to your memo dated 09/23/02, I would like to bring to your attention as you already

Dear Mr. Higgins,

To: Mr. John Higgins  
 From: Claudette de Leon  
 RE: Response to memo 9/23/02  
 Date: 09/24/02

EXHIBIT

1

HALD PASS ROSTER

Personal File

Dan Hootman, President of CCEA

George H. Deschner, Principal

Charles E. Heller III, Ass't Superintendent

PC.

Assistant Principal

John C. Higginm

Thank you,

the areas of concern as noted in your action plan.  
matter. By being consistent in observing the above recommendations you also address  
location, time of departure and time of return. Thank you for your attention to this  
Please make sure students are filling out hall pass requests completely, including date,  
records on students' whereabouts. (i.e.-emergencies, theft, and details to name a few)  
responsible for the students assigned to us and therefore need to keep very accurate  
consistent in regards to your hall pass roster. You need to keep in mind that all of us are  
letter sent to you on 9/23/02. Further, I feel we addressed the need for you to be more  
the memo. I feel we clarified that you arrived at your room at 10:35 as first stated in the  
the time you arrived to your classroom and the Study Hall Pass Roster you included with  
On Monday, September 30<sup>th</sup>, we met to discuss the memo you sent me disputing

Mrs. del Leon,

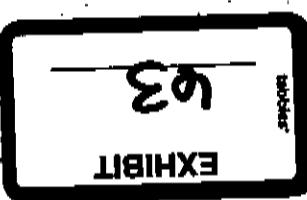
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TO: Claudette del Leon  
FROM: John Higginm, Assistant Principal  
RE: Meeting on 9/30/03  
DATE: 10/2/02

George H. Deschner  
Principal  
John C. Higginm  
Assistant Principal  
Don C. Apel  
Guidance Director  
John S. Weis  
Athletic Director  
Audrey Director  
John S. Weis  
George H. Deschner  
Principal  
John C. Higginm  
Assistant Principal  
Don C. Apel  
Guidance Director  
John S. Weis  
Athletic Director  
Audrey Director

Meadville, Pennsylvania 16335-2199  
Telephone: (814) 336-1121  
Fax: (814) 337-1486  
e-mail: T. Morgan Jr.

Meadville Area Senior High School



HALL PASS ROSTER

Name	Period	Teacher Issuing Pass	Room #	Arrival	Departure
Rachael Gammie	4	MC Ferran	11	10:44	10:50
Stephanie Alexander	4	DeCaro	4	10:44	10:50
Samantha Eberle	4	Wesley	4	10:44	10:50
Karen B. Ziegler	4	DeCaro	4	10:44	10:50
Samuel Hall	4	Shields Hall	4	10:44	10:50

10:44	10:50
10:44	10:50

DATE 9/19/02 4th

10:44	10:50
10:44	10:50

10 MINUTE PASSES

10:44	10:50
10:44	10:50

MSW  
3 - mws

Name	Period	Teacher Issuing Pass	Room #	Arrival	Departure
Doug Lofdak	4	Fischer	4	10:36	10:40
John Fritz	4	Hascbeck	4	10:35	10:35
Linda Johnson	4	Mr. Deardorff	4	10:35	10:35
Heck Cates	4	Deardorff	4	10:36	10:36
Jim McNamee	4	Ms. G.	4	10:40	10:40
Jeff Ladday	4	Ms. E.	4	10:41	10:41
Don Niegelsmith	4	Ms. Hart	4	10:42	10:42
Mark Schaefer	4	Ms. E.	4	10:43	10:43
Debra Larson	4	Ms. E.	4	10:44	10:44
Shawn	4	Ms. E.	4	10:45	10:45
Mark Schaefer	4	Ms. E.	4	10:46	10:46
Don Niegelsmith	4	Ms. Hart	4	10:47	10:47
Jeff Ladday	4	Ms. E.	4	10:48	10:48
Jim McNamee	4	Ms. E.	4	10:49	10:49
Jeff Ladday	4	Ms. E.	4	10:50	10:50
Don Niegelsmith	4	Ms. Hart	4	10:51	10:51
Jeff Ladday	4	Ms. E.	4	10:52	10:52
Don Niegelsmith	4	Ms. Hart	4	10:53	10:53
Jeff Ladday	4	Ms. E.	4	10:54	10:54
Don Niegelsmith	4	Ms. Hart	4	10:55	10:55
Jeff Ladday	4	Ms. E.	4	10:56	10:56
Don Niegelsmith	4	Ms. Hart	4	10:57	10:57
Jeff Ladday	4	Ms. E.	4	10:58	10:58
Don Niegelsmith	4	Ms. Hart	4	10:59	10:59
Jeff Ladday	4	Ms. E.	4	10:40	10:40

Pass
100 Minutes

DATE	11/26/02
TEN MINUTE PASSES	1
TEACHER ISSUING PASS	—

Pass
100 Minutes



An overall evaluation of the lesson is that it was planned and delivered in a satisfactory manner. The suggestions offered are to enhance the lesson and help implement your action plan in a positive manner. It is early in the year and very important to establish the smoothest consistency early on. By doing this it makes the middle and end of the year go much smoother.

use the excuse that other students are doing it and nothing is being done to them. issued to Kerry in the same time frame. If this is done consistently, then students cannot be wrong with the total class environment and what students are doing. There was nothing aware of the issues addressed in the action plan, you need to be with consistency being one of the issues addressed in the action plan. You need to be continued to do the same behaviors and was reminded at 2:44, 2:45, 2:46, and 2:50 p.m. continued to slump in her seat. This was the only reminder issued to her. Carlise continued Kerry to sit up nice and straight. Kerry sat up for a brief moment and then down in the seat with her head laying on the backrest of the seat. At 2:43 p.m. you continued to have her head down. At 2:40 p.m., Kerry raised her head and then slumped rules and not having her head on the desk. This was not mentioned to Kerry. She were Carlise Hinds (first row from door, third seat back) and Kerry Callella (second row from door, second seat back). At this time you reminded Carlise about the classroom behaviors. At 2:37 p.m., two students had their heads down on the desk. These students again continue to encourage consistency when dealing with students, I would materials to class, remaining on task, and not putting their heads on the desk. I would During the course of the period, some students had to be reminded about bringing

in the lesson and the lesson objectives were met by the end of the period. easier for all to see. All in all, the lesson flowed well, students were actively involved in using an overhead projector, you could project the times onto the wall making it difficult to see from the back. The other option would be to check with Mr. Hoorman in audio visual to see if an overhead projector was available to use in the class for that time in the front of the room but much more difficult from the back. I would suggest that these into their notebooks. Mrs. Deleon called on students to tell the time she was putting when holding a visual aid up in front of the class that it not be transposed that on an overhead projection transparency held up in front of the class. It was easy to see the time in the front of the room and respond to the question and how to use phrases about time in conversation. The time and responses were written on the board. The students were encouraged to copy these for telling time were were asked to ask the time in Spanish, how to tell the into three parts. These objectives were how to tell time in Spanish. It was broken into three parts. These objectives were how to tell time in Spanish. It was broken into three parts. These objectives were how to ask the time in Spanish, how to tell the time and respond to the question and how to use phrases about time in conversation. The lesson objective was to teach the students how to tell time in Spanish. It was broken

Mrs. Deleon was observed during her 8<sup>th</sup> Period Spanish I class. There were twelve students present in the class. The lesson outline for the day was on the board. Mrs. Deleon began the class by reviewing the lesson objectives. The students were reminded they were having a quiz on Friday. This was also noted on the board.

In conclusion, I believe that the school officials could see that Mrs. DeLoone was not totally truthful when presenting her side of the story. I do think that her answers to questions asked were somewhat ambiguous in nature and she should be more careful of how she reacts to the students in her class to eliminate problems in the future.

In this meeting I asked permission to sit in on her class to observe so that I can better understand what is expected in the Spanish II level and all parts were receptive to this idea.

In this meeting I asked permission to sit in on her class to observe so that I can better understand what is expected in the Spanish II level and all parts were receptive to this idea.

What has happened, I feel Ashley handled herself very well in that she stood up for herself and what she believed and yet maintained a good level of respect towards Mrs.

I felt it was effective bringing Ashley into the meeting so everyone could hear her side of what has happened. I feel Ashley handled herself very well in that she stood up for

not conducive to learning.

I have had to deal with Mrs. DeLoone in past years with two previous children and have found she was difficult to deal with, reactive and the atmosphere in her classroom was

of naming it in late. When Ashley tried to explain to her in the meeting what had

Mrs. DeLoone claimed she never got it. She made Ashley do it over and then accused her of naming it in late. When Ashley tried to act like she was confused and the whole thing seemed like a cover-up.

There was a particular incident of concern where Ashley turned in her homework and

she was wrongfully accused of Ashley of. She was verbally attacking Ashley throughout the

I personally feel that Mrs. DeLoone was covering for things that she had over-reacted to

showing disrepect at home. I highly doubt she would act that way to a teacher.

The purpose of the meeting was to discuss any problems between Mrs. DeLoone and

Ashley, and whether they were moments of inappropriate behavior on either part or just

school that attended and myself.

This memo is to briefly summarize the meeting my husband, the start of your

RE: Ashley M. Carman (10<sup>th</sup> Grade)

From: Debra Carman

To: Mr. Higgins, MASH Principal

Date: October 15, 2002

MEMORANDUM

65

EXHIBIT

Dear Mr. Desnecoux:

Re: Philip J. Silvera

Medaville, PA 16335  
930 North Street  
Medaville Area Senior High School  
Mr. George Deschner, Principal

November 13, 2002

EXHIBIT



NOV-1-2002 18:18 FROM-MEDALILLE AREA SENIOR HIGH SCHOOL 814-337-1488 T-288 P.003/004 F-588

Page 2 of 2

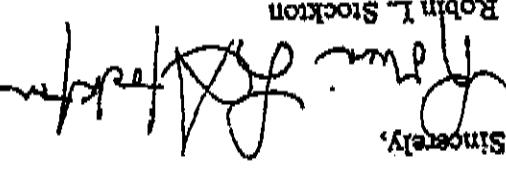
Mr. George Deehnec, Principal  
November 13, 2002

It appears that the relationship Ms. Deloan has developed with my son and the deteriorating treatment I am requesting that Philip be removed from this classroom and be relocated to another Spanish class. Further, I will be forwarding a copy of this letter to the Administrative office and Mr. Higgins.

Thank you for your attention in this matter.

Sincerely,

Robin L. Stockton



cc: Mr. John Higgins, Assistant Principal  
Mr. Michael E. Doleck, Superintendent

The written reflection you gave to the administration regarding your classroom observations on 10/23/02 stated that you observed a couple of teachers standing at the door waiting for the students before the bell rang. You further stated that you have been standing at the door waiting for the students to arrive before the bell rings, which causes students to arrive on time.

Toddy you were not at the door as the bell rang and two students arrived late. I believe that if you had been consistent in greening students at the door your students wouldn't be attempting to sneak into your classroom unnoticed. Further, you did give Brenda a warning for being ready, but the other student Tyler got away with being late. The problem with that is the other students in your class are aware that Tyler did not receive a warning. The students will use this, as an opportunity to argue that Tyler didn't receive a warning for being late the next time they are.

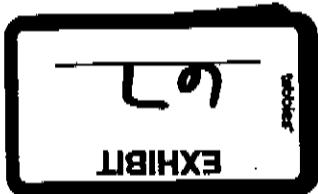
I would suggest being at the door every day to meet your students and then close the door after the bell has sounded. This will show the students that you will not tolerate

**Observation:** 9:42 A.M. - The class bell rings and your door is open. You are at the board completing the daily agenda. As your back is turned, a student (Tyler) slips in after the bell and takes a seat at the back of the room. You turn around just as another student (Eric) arrives late. You tell her she is late and explain your tardy rule to her. She then receives a tardy warning from you. You then notice that Tyler is in the wrong seat. You tell him to please move to his correct seat, which he does without argument.

After speaking to you on Monday, November 18<sup>th</sup> regarding some students who had been giving you discipline problems in your 3<sup>rd</sup> Period Spanish II class, I suggested that I sit in and do an informal observation. You agreed that it might be helpful. The following is what I observed and some suggestions that might be helpful.

WILSON

DATE: 11/19/02  
RE: Internal Observation  
FROM: John Heggins, Assistant Principal  
TO: Superintendent of Schools



#### **Medaville Area Senior High School**

Meadville, Pennsylvania 15335-2199  
320 North Street  
Telephone: (814) 336-1121  
Fax: (814) 337-1466

John C. Higgins  
President  
John G. Weis  
Vice President  
Dan C. Apel  
Gulfcoast Director  
John S. Weller  
Altares Director



Suggestion:  
The classroom behaviors that you want from Greg are to stay awake and to pay attention. When you tell him to sit-up nice and straight he does, but later repeats the

10:13 A.M. - Greg again has his head on the desk. You ask Greg if he is sleeping. Another student tells you Greg is paying attention, because his eyes are open. You again tell Greg to sit-up nice and straight.

10:05 A.M. - You see that Greg appears to be sleeping as his head is on the desk. You tell Greg to sit-up nice and straight.

Observation:

Erica is obviously teaching you to see just how much she can get away with before you react. Throughout the class period she broke your classroom rules as often as possible. You did give her a warning for being tardy, but only verbally reprimanded her throughout the class period for other infractions. I would suggest following the discipline plan you have in place. The discipline plan you have developed will work, but you have to implement it consistently. Further, when she began to verbally discipline you in front of the class she needed to be removed from the classroom and referred to the office.

10:14 A.M. - Erica asks you why you are acting like a real teacher when Mr. Higgins is present. She then turns to me to say I should come to class more often.

10:08 A.M. - Erica gets out of her seat to return lotion to desk at the front of room. You tell Erica that she is not to walk around and that you would have reminded her.

10:05 A.M. - Erica talks out again to ask you for lotion. You give Erica some hand lotion and remind her that she should have her own lotion. She is not given a consequence for talking out a third time.

9:47 A.M. - Erica talks out to ask you if you are sick. You respond that her question is not relevant to the class.

9:45 A.M. - Erica talks out without raising her hand. She does not receive a warning for failing to raise her hand.

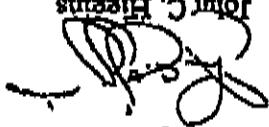
9:43 A.M. - Erica receives a warning for being tardy to class. You further explain the tardy rule to her.

Observation:

The bell rings is welcome the students to your class. Prepares your agenda for the day on the overhead before hand so all you have to do before tardiness and are consistent in the application of the tardy rule. Further, you could

same behavior. When Eric was tardy you gave her a warning and discussed the expected behavior. I would suggest doing the same in dealing with Greg. Whether he was sleeping or just had his head on the desk is irrelevant. He was not meeting the expected behavior for your classroom. He needs to be made aware that he has broken a rule and his behavior will not be tolerated. Further, when you ask a student if they expect him to be on the desk in class, he will not be able to answer.

I hope my observations and suggestions have been helpful. If you have any questions regarding my informal observation please feel free to contact me.

Assistant Principal  
John C. Higgins  


Thank You,

As was communicated to you by the Assistant Superintendent, not only did you exercise poor professional judgment and breach the confidentiality of the student by your actions, you also violated the directions of an Action Plan which you have been instructed to follow during the course of the 2002-2003 school year. According to the terms of the actions, you also breached the confidentiality of the student by your

by you thereby allowing students to be off task.  
 the period of your conversation, the class was not being directly supervised or instructed being discussed in an open classroom environment. It also needs to be noted that during embarrassing moment of having the student being present while his behavior and grades were disregarding not only the confidentiality of the student but also the possible phone located in the front of the classroom while students were in the classroom thereby education of the entire class, you openly discussed the student's behavior and grades on a classroom behavior of the student that had been stopping and/or interrupting the  
 confidentiality of one of your students. Specifically, on November 13, 2002, during class time, you initiated a phone call to a parent of one of your students. You discussed some negative in performing duties, willfully neglect of duties and persistent and willful violation of or failure to comply with the school laws of the Commonwealth and failure negligence to follow official directives from the administration.

The reasons for the suspension without pay may include the following: persistent  
 November 20, 21, and 22, 2002, respectively.  
 Please be advised that you are being suspended without pay for three (3) days on

Dear Ms. de Leon:

Ms. Claudette de Leon  
 11983 Eureka Road  
 Bedminster, PA 16412

November 20, 2002

## OFFICE OF THE SUPERINTENDENT

Charles E. Heller III  
 Instructional Support Center  
 11280 Mercer Pike  
 Meadville, Pennsylvania 16335-9504  
 Telephone: (814) 724-3960  
 FAX: (814) 333-8731  
 www.craw.org  
 Michael E. Deleacti, Superintendent  
 Nicholas J. Chaitopovich  
 Director of Secondary Curriculum  
 Jennifer A. Brown  
 Director of Special Services  
 John M. Bauer  
 Director of Buildings & Grounds  
 Richard L. Fraker  
 Superintendent of Schools & Grounds  
 November 20, 2002, 2002, respectively.  
 Please be advised that you are being suspended without pay for three (3) days on



CRAWFORD CENTRAL SCHOOL DISTRICT

EXHIBIT  
18

PC: Charles E. Heller, III, Assistant Superintendent  
George H. Deshner, Principal  
Payroll Department  
Personnel File

CHE/d

Supintendent of Schools  
Michael E. Dolacki

Sincerely,

In lieu of a School Board hearing, you would also be able to pursue the disciplinary action against you through the grievance arbitration mechanism outlined in the Collective Bargaining Agreement.

Please be aware you have the right to request a hearing before the Board of School Directors regarding this matter should you so desire. Please contact my office on or before the close of business (4:30 P.M., on Monday, December 2, 2002) if you desire such a hearing. If you do not contact the office to request a hearing on this matter by the close of business on Monday, December 2, 2002, we will consider this to be a waiver of your right to a hearing.

I consider your actions to be extremely serious. As such, please consider this letter as a formal notification that any similar conduct or disregard of the action will result in further disciplinary action up to and including your dismissal from employment with the Crawford Central School District.

Action Plan, you are to be utilizing proactive strategies and interventions such as speaking with the student individually, sending home progress reports, setting up parent conferences, indicating a problem on a report card, telephoning a parent privately or making referrals to the guidance counselors or principals. However, at our meeting on Friday, November 15, 2002, you admitted this was your first attempt to remediate the problem.

## COMMENTS &amp; RECOMMENDATIONS SEE ATTACHMENT

- (5) Maintains accurate records  
 (5) Use of bulletin boards and/or displays  
 (6) Effectiveness of seating & furniture  
 (6) General order and cleanliness of room  
 (5) Attention to health and safety needs of students  
 (5) Establishes/follows routines and procedures  
 (IN) Controls and discipline - firm, fair, and sympathetic  
 management and organization
- (5) Exhibits: Poise, composition, and sense of humor  
 (5) Gives attention to personal grooming and dress  
 (5) Demonstrates sound instructional judgment  
 (5) Possessing characteristics
- (5) Encourages good work/study habits  
 (5) Students, involvement - participate actively  
 (5) Encourages student interaction  
 (IN) Maintains courtesy when working with students  
 (5) Demonstrates courtesy and tact
- Teacher - Student interaction
- (5) Assignments/Homework - applicable and clearly stated  
 (5) Summary and closure  
 (5) Time on task  
 (5) Teacher awareness of student understanding of lesson objectives  
 (5) Students encouraged with appropriate reinforcement  
 (5) Learning experience consistent with purpose/planning  
 (5) Questions stimulate thought  
 (5) Vocal clarity appropriate to group  
 (5) Illustrates/models the concept of skill  
 (5) Provocations for: auditory, visual, and tactile stimulation  
 (5) Teaching strategies appropriate to lesson/objective  
 (5) Instruction and motivation  
 (5) Command of written and spoken English  
 instructional techniques
- Preparation - Planning

Key: \* - See written comment  
 S - satisfactory IN - Improvement needed  
 MA - Not applicable

Length of observation: from 8:04 to 8:49 period 1 visit # C

School MASH Grade/Subject SPANISH I  
 Teacher's Name CLAUDETTE DELROH Date 12/19/02

## REPORT OF CLASSROOM VISITATION

## Observation Summary

## CRAWFORD CENTRAL SCHOOL DISTRICT

EXHIBIT

69

2. Maintains consistency when working with students - Another girl, Ambre, was given a pass to the nurse for a Band-Aid. When she returned at 8:24 she sat down and began writing a personal note. You notice that she was not following along with the rest of the class and tell her to stop what she is doing and pay attention. She tells you she has no book. You remind her that she needs to come prepared and give

The problem with what I observed is that this student is being enabled. You are allowing her to leave whenever she wants. When I checked the nurse's office roster I discovered that Anita was there during your 1<sup>st</sup> period class on 12/17, 12/18, and 8:36 which means she was somewhere else for 11 minutes. Further, she also arrived to class today without her Spanish book.

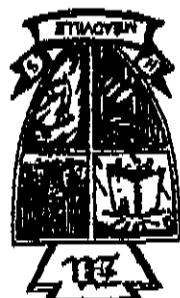
A first step to getting this student back in line with your expected classroom behaviors is to take away her pass privileges. She has proven that she is not capable of being truthful about where she has been while using the hall pass. You even mentioned in your misconduct write up on 12/18 that she told you that her boyfriend took the pass you gave her to the nurse. This should have told you right away that she is probably meeting her boyfriend in the hallway and only going to the nurse afterwards to secure an alibi!

**Control and discipline** — You had trouble with Anita on 12/18, because she asked for a pass to the nurse and slammed the door when leaving. When she returned she did not have the pass you had given her so you told her she needed a pass from the nurse and again she left, slamming the door behind her. You called the registrar in the situation and then wrote her up on a misconduct slip that you sent to the office. Today when I was observing, Anita again asks for a pass to see the nurse. The time was 8:22. You write her a pass and she leaves. She does not return until 8:37.

The following are some recommendations I have made regarding the classroom observation conducted on 12/19/02 during your "Period Spanish I class.

TO: Claudette Deleron  
RE: John Higgins, Assistant Principal  
FROM: 1/3/03  
DATE: Observation on 12/19/02

George H. DeShner  
President  
John G. Hogarth  
Executive Director  
James T. Morgan Jr.  
Executive Vice President  
Albert M. Morgan  
Secretary-Treasurer  
John S. Weeks  
Attn: Mrs. Director



## **Meadville Area Senior High School**

3. Maintaining accurate records - At 8:15 you ask your students to get out Activity "8". That was assigned from the previous day. There is confusion regarding what activity she gave her students and a warning for breaking the rule. When Anita returns at 8:37 she gives her a book and a warning for breaking the rule. She has no book and does not attempt to participate in class. You do not address Anita for being unprepared and she is given a book. I understand that she may continue to refuse to participate, but you need to treat her the same way you treat everybody else to show the other students that you are consistent and will not tolerate inappropriate classroom behavior.
3. I understand that she may continue to refuse to participate, but you need to treat her the same way you treat everybody else to show the other students that you are consistent and will not tolerate inappropriate classroom behavior.
3. Your lesson plans indicate this worksheet was to be assigned on Wednesday. Your lesson plans indicate this worksheet was to be assigned on Wednesday.
- I understand that it is difficult to cover absolutely everything you have planned for the week due to time limitations, occasional shortened periods, and the different place of each class. I am aware that you have four Spanish I classes this year and they probably all are working at different speeds. I would suggest having a copy of your lesson plans in front of you for each Spanish I class and either check off or highlight completed procedures or assignments for that day. This will enable you to accurately gauge where each particular Spanish I class is in regards to the weekly assignments and what needs to be completed each day.

2. Midwives constituency when working with students - Another girl, Ambre, was given a pass to the nurse for a Band-Aid. When she returned at 8:24 she sat down and began writing a personal note. You notice that she was not following along with the rest of the class and tell her to stop what she is doing and pay attention. She tells you she has no book. You remind her that she needs to come prepared and give

Control and discipline - You had trouble with Anna on 12/18, because she asked for passes to the nurse and slammed the door when leaving. When she returned she did not have the pass you had given her so you told her she needed a pass from the nurse and again she left, slamming the door behind her. You called me regarding the situation and when I wrote her up on a misconduct slip that you sent to the office. Today when I was observing Anna again asks for a pass to see the nurse. The time was 8:22. You write her a pass and she leaves. She does not return until 8:37. When she returns she does have a pass from the nurse.

The problem with what I observed is that this student is being enabled. You are allowing her to leave whenever she wants. When I checked the nurse's office roster I discovered that Anna was there during your 1<sup>st</sup> period class on 12/17, 12/18, and today. When I checked the times today I discovered she was there from 8:36 until 8:46 which means she was somewhere else for 11 minutes. Further, she also arrived to class today without her Spanish book.

A first step to getting this student back in line with your expected classroom behaviors is to take away her pass privileges. She has proven that she is not capable of being truthful about where she has been while using the hall pass. You even mentioned in your misconduct write up on 12/18 that she told you that her boyfriend took the pass you gave her to the nurse. This should have only going to the nurse she is probably meeting her boyfriend in the hallway and only going to the nurse because you gave her to the nurse. This is probably meeting her boyfriend in the hallway and only going to the nurse because you gave her to the nurse.

The following are some recommendations I have made regarding the classroom observation conducted on 12/19/02 during your "Period Spanish I class".

TO: Claudette de Leon  
FROM: John Heggins, Assistant Principal  
RE: Observation on 12/19/02  
DATE: 1/3/03

**Le Area Senior High School**  
930 North Street  
Meadville, Pennsylvania 16352-2199  
Telephone: (814) 335-1121  
Fax: (814) 337-1486  
John D. Higgins  
Administrator  
Patsy Parker  
Counselor  
John D. Higgins  
Administrator  
Arlene T. Morgan  
Business Manager  
James T. Morris  
Athletic Director  
Adeleann Pritchard  
Janet Mowgan  
Don C. Apel  
Guidance Director  
John S. Wehrs  
Activities Director  
Adrienne Director



# Medaville Area Senior High School

EXHIBIT

3. Maintaining accurate records - At 8:15 you ask your students to get out Activity "8". You hear a book and a warning for breaking the rule. When Anita returns at 8:37 she gives you her pass and sits down. She has no book and does not attempt to participate in class. You do not address Anita for being unprepared and she is not given a book. I understand that she may continue to refuse to participate, but you need to treat her the same way you treat everybody else to show the other students that you are consistent and will not tolerate inappropriate classroom behavior.

3. Wednesdays. I understand that it is difficult to cover absolutely everything you have planned for the week due to time limitations, occasional shortened periods, and the different pace of each class. I am aware that you have four Spanish I classes this year and they probably all are working at different speeds. I would suggest having a copy of your lesson plans in front of you for each Spanish I class and either check off or highlight completed procedures or assignments for that day. This will enable you to accurately gauge where each particular Spanish I class is in regards to the weekly assignments and what needs to be completed each day.

## COMMENTS &amp; RECOMMENDATIONS

- (S) \* Management and organization -   
 \* (n) Controllot and discipline - firm, fair, and sympathetic  
 \* (n) Establishes课堂discipline/gollows classroom routines and procedures  
 \* (n) Acceptation to health and safety needs of students  
 (S) General order and cleanliness of room.  
 (S) Effectiveness of seating & furniture  
 (S) Use of bulletin boards and/or displays  
 (S) Maintains accurate records

- \* (n) Exhibits: posts, composition, enthusiasm, and sense of humor  
 (S) Gives attention to personal grooming and dress  
 X (n) Demonstrates sound instructional judgment.

## PERSONAL CHARACTERISTICS

- X (n) Encourages good work/study habits.  
 X (n) Students' improvement - participation actively  
 X (n) Encourages student interaction  
 \* (n) Maintains consistency when working with students  
 (S) Demonstrates courtesy and tact.

## TEACHERS - STUDENT INTERACTION

- (S) Assignments/Homework - applicable and clearly stated.  
 (S) Summary and closure.  
 \* (n) Tries on each  
 \* (n) Teacher awareness of student understanding of lesson objectives  
 (S) Students encouraged with appropriate reinforcement  
 \* (n) Learning experience consistent with purpose/planning  
 (S) Questions stimulate thought.  
 (S) Vocabulary appropriate to group.  
 (S) Illustrates/models the concept of skill.  
 (S) Provocations for: auditory, visual, and tactile instruction  
 (n) Teaching strategies, appropriate to, lesson/objective  
 (S) Instruction and motivation  
 (S) Command of written and spoken English.

## INSTRUCTIONAL TECHNIQUES/EFFECTIVENESS

- (S) Teacher's knowledge of lesson content.  
 (S) Materials reflect creativity and resourcefulness  
 (S) Instructional materials readily available.  
 (S) Provocations for different ability levels.  
 (n) Aim or purpose - clear and attainable  
 (n) Planning lessons every day  
 (n) Lesson plans effective - lesson objectives and activities  
 (n) Command of written and spoken English.

## PREPARATION - PLANNING

KEY: NA - Not applicable \* - See written comment  
 n - satisfactory n - Improvement needed

Length of observation: From 11/29 to 12/05 Period 5 Visits + 2  
 School MASH Grade/Subject 5th grade  
 Teacher's Name Claudia M. L. Date 1-9-03

## REPORT OF CLASSROOM VISITATION

## Observation Summary

## CRAWFORD CENTRAL SCHOOL DISTRICT

EXHIBIT

- ✓ Students that were called upon did not have the correct response.
- ✓ One student volunteered during the entire class period.

- ✓ Students came into class late.
  - ✓ The class was addressed about the late issue not the individual students.
  - ✓ Attendance was taken verbally. Seating chart was not updated.
  - ✓ Individuality passed out note paper to  $\frac{2}{3}$ 's of the students.
  - ✓ Not all students had their textbook.
  - ✓ Instruction began 8 minutes after the tardy bell.

Maintains Consistency When Working With Students

  - ✓ Students had to be instructed and directed to take every step.
  - ✓ Students were not prepared for class. Notebook and Textbook.
  - ✓ Students got up from their seat to throw paper away, ask to leave the room. Four students left during the class period.

Teacher: A wireless set of Student Understanding of Lesson 10 of Geometry  
Ms. lesson continued her agenda disregarding the lack of understanding in the lesson.

- Learning Experience Consistent with Primary Planning  
✓ Students did not know the content as indicated by their participation, both voluntary and teacher directed.

REASONS FOR IMPROVEMENT NEEDS

JANUARY 10, 2003

OFFICE OF THE ASSISTANT SUPERINTENDENT

**Institutional Support Center**  
11280 Meadow Park  
Meadville, Pennsylvania 16335-9604  
Telephone: (814) 724-3960  
Fax: (814) 333-8781  
[www.craw.org](http://www.craw.org)  
Menah E. Dickey, Superintendent  
John M. Bauer  
Director of Special Services  
Nicholas J. Chrapavich  
Director of Secondary Curriculum  
Deborah A. Brown  
Director of Elementary Curriculum  
Barbara L. Good  
Brenda W. Himes  
Arlene G. Bamps  
Barbara Wenzel Board Secretary  
Cherie E. Heller III  
Asst. Director Institutional  
Arlene G. Bamps  
Barbara Wenzel Board Secretary  
Brenda W. Himes  
Barbara L. Good  
Nicholas J. Chrapavich  
Deborah A. Brown  
John M. Bauer  
Director of Special Services  
Nicholas J. Chrapavich  
Director of Secondary Curriculum  
Deborah A. Brown  
Barbara L. Pfeifer  
Ceredale/Center for Technology  
Menah E. Dickey, Superintendent



- Encourages Good Work/Studying Habits
- ✓ Distracts class dealing with one student at a time.
  - ✓ Disregards student understanding of content.
  - ✓ Some students are not prepared for class.
- Exhibits: Poor Composition, Enthusiasm, and Sense of Humor
- ✓ Questionable decision-making regarding student disruption and interruption.
  - ✓ Questionable decision-making based on student understanding.
  - ✓ Students response and body language very unresponsive.
- Control and Discipline: Firm, Fair, and Symphathetic
- ✓ Students appear to be unaware of routines or procedures as indicated by their actions and behaviors.
- Establishes/Follows Classroom Routines and Procedures
- ✓ Students appear to be unaware of routines or procedures as indicated by their actions and behaviors.
- Student Encouraged With Appropriate Reinforcement
- ✓ Does not appear natural and sincere. "Very Good", "I'm very proud of you which all your good responses" to student who has been referred to the office many times.



(Copy of one of the Sp. I 1<sup>st</sup> period class student's test is attached. Please check date)  
When Mr. Higgins came into the classroom, He found "everybody" quite talking the Test.  
  
We had already finished reviewing. I had already pass the "test", when She kept  
I personally think, that Antice tried to get out of taking the "Test" we were about to take.  
  
Antice continued screaming, I sent her to the office. Mr. Morgan had to call at 8:13 am  
because I signed Ambre Lenhart's pass at 8:14 am. I also signed Vicki Grindstaff's pass at  
8:15 am. (Copy of passes attached). Therefore, I sent Antice to the office between 8:13  
am & 8:14 am.  
  
You go to the office it will be because I will be sending you for refusing to remain  
to go to the office, now. I repeated again, "Antice, please sit down and remain quiet.  
Antice continued arguing and screaming that She wanted to go to the office to tell the  
2003 for refusing to follow directives. She was told to please sit down and remain quiet.  
Please be advised that Sp. I student Antice Mosley was sent to the office on January 31,  
2003 for refusing to follow directives. She was told to please sit down and remain quiet.  
Antice continued screaming that She wanted to go to the office to tell the  
principal that She hadn't thrown the "bubble gum" at me. I said, that is fine, please sit  
down and I will deal with this later. She became argumentative, She said, "no, I want  
you to go to the office again, "Antice, please sit down and remain quiet."  
Antice continued screaming that She wanted to go to the office to tell the  
principal that She hadn't thrown the "bubble gum" at me. I said, that is fine, please sit  
down and I will deal with this later. She became argumentative, She said, "no, I want  
you to go to the office again, "Antice, please sit down and remain quiet." I  
also signed Vicki Grindstaff's pass at 8:15 am. I also signed Ambre Lenhart's pass at  
8:14 am. (Copy of passes attached). Therefore, I sent Antice to the office between 8:13 am &  
8:15 am. I signed Ambre Lenhart's pass at 8:14 am. I also signed Vicki Grindstaff's pass at  
8:15 am. (Copy of passes attached). Therefore, I sent Antice to the office between 8:13 am &  
8:14 am.

Date: 02/11/03  
Re: Response to memo dated 02/03/03

To: George DeSmet, Principal  
From: Mrs. De Leon

73(6)

EXHIBIT

I placed Antice in my office and was waiting for a discipline referral slip. At 8:15 another student in your class arrived at the office. That student brought papers to the office. I asked if it was the discipline referral for Antice. The student replied no but wanted to talk to us about the situation. A third student from your class arrived as I was talking to the second student. This student stated they had asked for a hall pass to the bathroom so they could come to the office about the incident with Antice. Morgan and I talked with these two students. Both students indicated that Antice had not been the student to put the gum in your hair. Through further discussion with these students and others, we were able to ascertain that a different student had put the gum in your hair and I asked to see what steps you had taken to further investigate the incident. I also wanted to purpose of that meeting was to review the information you had concerning the situation building representative for CCF-A, John Higgins, assistant principal, you, and I. The building to meet with you during your plan period. At that meeting was Joanne Wilkinson, I asked to meet with you during your plan period. At that meeting was Joanne Wilkinson, she does repeatedly to disrupt. You stated she continuously says penis and anus under her breath. I asked if you had contacted her mother concerning this. You said you had called but never reached her mother. I also checked her discipline record and found no referrals on her from any of her teachers.

On Friday, January 31, 2003 Antice Mosley appeared in the office. She indicated that Ms. Deleon had sent her down for putting gum in her hair. She was noticeably upset and began crying at the period. She stated that when she came into the room at the beginning of the period, you were sitting at your desk putting on makeup. She stopped at the desk and asked what you were doing and then went into the hall to talk to a friend before the bell rang. When Antice came back into the room, you discovered the gum in your hair and immediately accused her since she had been the only one by your desk. Antice tried to explain that she had done that but you would not listen to her. She became agitated and was then sent to the office.

Date: 2/3/03 11:46 AM

RE: Classroom Incident on Friday, 1/31/03

From: George H. DeLoon

To: Claudette Deloon

74  
EXHIBIT

file

Mrs. Joanne Wilson, CCBA Building Representative  
Mr. Dan Hoornan, CCBA President  
CC: Mr. Charles Heller, Asst. Superintendent

discovered and not continue to berate the innocent student.  
determined who the guilty student is, you need to be accepting of what we have  
conducted an investigation and find that the accused is indeed innocent and we also have  
wrongfully accused of incidents. If you choose to send the student to the office and we  
have investigated incidents occurring in your classroom and that students are not  
wording on it rather than having your back to the students. You also need to be sure you  
move your computer to a place by your desk where you are facing the students when  
have your back to the class for any long period of time. Mrs. Wilson suggested you  
You need to position yourself in such a manner when performing tasks that you do not  
Once again I would ask that you be more aware of what is happening in your classroom.

suspension.

student was also assigned two Saturday detentions in addition to the day off-in-school  
on 2/3/03 for the remainder of the day. All privileges were removed for the day. The  
hair has been disciplined. That student received an in-school suspension as of third period  
As of the date and time of this memo, the student responsible for putting the gum in your

management and control.  
a matter of fact in earlier meetings you indicated it was helping you with classroom  
year concerning the action plan and at no time did you indicate that it was ineffective. As  
work you had done were any improvements made. We have had meetings this school  
of no benefit to you. You said that it did nothing to help you and only through the hard  
I am also concerned about your statement that the action plan was not working and was

incident happened.  
the information that we had gathered and you also disagreed with the time that this  
her behaviors and how she was a continual disturbance in your class. You did not accept  
repeatedly asked why she was out of her seat and at your desk. You also continued to cite  
As I pointed out that I felt she was not the person that had put the gum in your hair, you

1. As a result of informal and formal observations of your classroom, the following areas need to be addressed and improved upon over the remaining 2003-2003 school year.

#### Instructional Techniques / Effectiveness and Student - Teacher Interaction

As stated before, it is the Administration's belief that positive classroom behavior begins with a solid foundation. The items outlined previously as suggestions for establishing a foundation which the teacher can build as it relates to positive classroom behavior is attached on the accompanying sheet.

4. Ms. DeLeon and the Administration will review her classroom management plan to determine its effectiveness and recommend revisions as necessary.

3. Ms. DeLeon had observed another teacher's classroom every two weeks for the first two marking periods. Although a log was maintained noting dates and times, classroom management strategies and personal reflections on the class observed, Ms. DeLeon continues to struggle with classroom control, discipline and classroom management strategies. Ms. DeLeon shall observe at least one more teacher's class. She will submit a written outline indicating the time of class, subject area of the class observed, classroom management strategy utilized in the class, and strategies utilized in the class and list successful strategies used during the class.

2. The Building Administrators and Assistant Superintendent will observe Ms. DeLeon a minimum of once a month. A post conference will be held in conjunction with a review of the Action Plan after each observation.

1. The requirement to have Ms. Claudette DeLeon turn in lesson plans one week in advance for administrative review is being removed at this time. In the event that any formal or informal observation would indicate that the lesson purpose, objectives and teaching strategies of a particular lesson is not being followed, the issue will be revisited.

#### I. Professional Competency

Crawford Central School District  
Revised Action Plan 2002/2003 School Year  
(Revised February 2003)

serious violations of the Student Code of Conduct).  
 offices (i.e., fighting, profligacy towards staff, possession/use of tobacco, or other behavioral offenses are to be reported immediately to the Administrative referring misconduct reports to the Administrative offices. Serious however, Ms. DeLeon will endeavor to provide accurate information in her final contract has been made to be referred to the administration. misbehaving after the classroom management plan has been followed and of contract made or letters sent to parents. Students who continue to class or not having textbook, etc.). She will keep a log of dates and times (i.e., talking out, not following classroom rules, out of set, not prepared for parents of students exhibiting routine behavioral problems in the classroom. 3a. Ms. DeLeon shall continue to communicate either verbally or in writing to

- Administrators, staff and parents.  
 2. Ms. DeLeon must remain professional at all times when meeting with without becoming resolute or confrontational.  
 1. Ms. DeLeon must be willing to listen to suggestions administrators do making

#### Personal Characteristics and Traits

- G. Time on task. It is important that students arrive on time, have their negative behaviors.  
 F. Attempt to vary delivery of the lesson plan centered on student learning. indicating "That is correct", "Good answer", "Wonderful", "Great", etc.  
 E. When students respond with the correct answer, provide feedback by responding to the inquiry.  
 D. When asking a question, endeavor to have students raise their hands before shifting the agenda items.  
 C. Check for understanding before moving onto the next topic or item.  
 B. Teacher awareness of student understanding of lesson objectives. One suggestion for improvement in this area would include talking slower and correct manner of to verbal inquiries.

A. Students are to be encouraged with appropriate reinforcement when students respond in a important to use more positive reinforcement when students respond in a

The Administration reserves the right to assign other in-service journals articles, videos or other assistance reading to Ms. de Leon to include assistance

spin9

- a. Solving Disciplinary Problems: Strategies for Classroom Teachers  
b. Discipline in the Secondary Classroom. A Problem by Problem Survival

4. The Administration will assist Ms. deLeon on improving her classroom management, communication and discipline techniques and positive interactions within the school setting. Times will be established to meet with Ms. deLeon to discuss articles, books, videos, etc., that address the foregoing topics. Meetings will be established to discuss, among other things, the following items that have been referred to Ms. deLeon for review:

In addition, sending a brief explanation of what the child is doing each morning period is just good practice as a teacher. In an effort to guide the interactions you have with parents and students and to stay abreast of those that may be problematic and to report same to the parents, it is necessary for you to continue to maintain a listing of parent contact and exchanges. In doing so you are to include the date, method of discussion/communication (e.g., telephone conference, written note, etc.), and a short anecdotal summary that includes who initiated the interaction and why along with a final outcome. The log shall be turned in every two weeks on Friday or the last day of school during the week. In addition, if you have any troubling or contentious interactions with parents, please notify us immediately. If Mr. Deshler or Mrs. Higgins is not available, please provide a brief written account of the episode so that we can be aware of your situation as soon as possible. Timeliness is important when dealing with parental concerns. As such, we would want to know of an event before it escalates beyond our collective ability to solve the issue or problem.

Certain we understand their concerns. Some successful teachers send home a one-page sheet that details what the student will be working on during the marking period and how the parent can help the student at the beginning of each marking period to be successful. By doing this, you help build rapport and a feeling of working together that is important to a teacher's support from parents.

The District takes pride in building relationships and positive rapport between staff, parents and students. Frequently, teachers build those positive relationships by sending home notes home somehwere or by calling attention when a colleague in student engagement or the out-of-district event occurs and by listening intently when a parent calls to allow them to be

4. Do not enable or foster student misconduct or noncompliance. Be aware of situations where students abuse past privileges especially in situations where

expectation when working with students.

\*See 11/19/02 informal observation regarding maintaining consistency and before moving on with the lesson.

Take a few seconds to explain the rule and consequences.\* This is necessary classroom rule, inform the student directly that he/she is breaking the rule. In an argument with you regarding his/her conduct. If a student is breaking a rule in the office. Avoid the situation of giving the student an opportunity to engage in the situation, the student should be removed from the classroom and referred to the office. Implement consistently. For example, after a student has been warned and continues in a behavior, and Ms. DeLeon cannot effectively control/manage

3. Follow the discipline plan you have in place. Ensure that the plan is

consistent when working with students.

\*See 11/19/02 informal observation regarding maintaining consistency between students to your class.

overhead beforehand so that all you have to do before the bell rings is interact\*, would be to have your agenda prepared for the day on the board in providing management tasks and organization as well as teacher/student assist in implementing management tasks and organization as well as teacher/student

2. As it relates to the beginning period of your class, other items that would

trouble me and are consistent in the application of the ready rule.

has sounded. This will show the students that you will not tolerate the door every day to meet your students and then close the door after the bell and/or trouble of students in arriving to class it is suggested that you be at applying the school and classroom rules. For example, to reduce lateness and maintained throughout the school year, there needs to be consistency in signifying need of improvement. Although classroom rules have been posted

1. The issue surrounding classroom management, control and discipline is in

## Management and Organization

management, and effective communication.

5. The administration will be available at any time with reasonable notice to assist Ms. DeLeon in areas such as: professional development, classroom

classroom,

in improving her classroom management techniques and discipline with her

5. In dealing with disciplinary referrals to the office, Ms. DeLeon needs to regard the student's demonstrated abuse of the privilege about being non-nutritious regarding their use and/or whereabouts with the hall pass.
6. Encourage students arrive at class with their books. You need to remind students that they need to come prepared for class. A warning for breaking the rule that equipment in the classroom. For example; it is suggested that you move your take advantage of placement of not only yourself but your future and computer to a place by your desk where you will be facing students when working on the computer rather than having your back to the students. This will reduce or minimize student disruptions and the opportunity for negative behaviors. Reduce prolonged periods of having your back to the class to gain control of a situation.
7. Effectiveness of setting aside time. Avail yourself of the opportunity to take advantage of placement in the classroom. For example; it is suggested that you move your equipment in the classroom so that it demonstrates to other students that you will not tolerate inappropriate classroom behavior.
8. Maintaining accurate records. You have four (4) Spanish I classes. To avoid confusion which detracts from the educational process, it is recommended that you have a copy of your lesson plan in front of you for each of your Spanish classes and either check off or highlight completed procedures and assignments for that day. This will enable you to accurately gauge where each particular Spanish student is in regard to the weekly assignments and what needs to be completed each day.
9. Ensure that student's work is accounted for and recorded with your grade book.
- Directives that you must complete during the remainder of the 2002-2003 school term are as follows:
1. Comply with the requirements of your revised Action Plan
  2. Keep a daily log of all disciplinary actions and turn it into the office on Fridays or the last day of the work week before you leave the school.
  3. Be prepared to provide a written explanation of how you serve as a student's grade if requested.

4. Keep a log of all parent exchanges which include the date, method of discussion and a short anecdotal summary which includes who initiated the interaction and why along with the final outcome. Due every two weeks.
- (Reference Item #3 under Personal Characteristics and Traits).
5. Meet every two weeks for purposes of reviewing and discussing student disciplines and/or misconduct referrals in an effort to improve classroom management and discipline.
6. Demonstrate significant and sustained performance in areas identified. (See attached list).

Student Name <u>Anita Hilderman</u>		Date <u>02/11/03</u>
Time <u>8:20</u>		Class <u>5P-1</u>
Reasons for sending to office: The students were talking		Period <u>1st Pd</u>
As quiet, she refused to remain quiet.		
I had to remove her from class.		
I sent her to the office. On the way		
at first she called you at home.) I did		
As the classroom teacher, I have taken the following steps to correct the		
problem, where appropriate. (Please check any steps taken.) As the classroom teacher,		
AFTER CLASS DISCUSSION held on <u>2/11/03</u> with <u>me</u>		
No Yes Date & Time problem was discussed. Teacher detention was assigned.		
As the classroom teacher, I have taken the following steps to correct the		
problem, where appropriate. (Please check any steps taken.) As the classroom teacher,		
AFTER CLASS DISCUSSION held on <u>2/11/03</u> with <u>me</u>		
No Yes Date & Time was advised of the problems and steps taken thus far by the teacher		
administrator to remedy the problem. The parent's support was		
requested. Teacher detention was assigned.		
No Yes Date & Time was advised of the problems and steps taken thus far by the teacher		
administrator to remedy the problem. The parent's support was		
requested. Teacher detention was assigned.		
Teacher <u>Mrs. de Leon</u>		
Student <u>Liza M. de Leon</u>		Date <u>2/13/03</u>
Teacher/AAdministrator <u>de Leon</u>		
Parent Notification Disposition <u>Reprimanded</u>		
Comments <u>Parent Conference</u>		
Telephone <u>Parent Conference</u>		
Letter <u>Parent Conference</u>		
Parent Conference <u>Parent Conference</u>		
Formal Detention <u>2/17</u>		
Saturday Detention <u>2/17</u>		
Suspension <u>2/17</u>		
Administrator <u>de Leon</u>		
Reprimanded <u>Reprimanded</u>		
Warmed <u>Warmed</u>		
Formal Detention <u>2/17</u>		
Saturday Detention <u>2/17</u>		
Suspension <u>2/17</u>		
Administrator <u>de Leon</u>		

21

EXHIBIT

AN EQUAL RIGHTS AND OPPORTUNITIES SENIOR HIGH SCHOOL

Also, at no time did I inform Ms. de Leon of any student saying anything to or about her. Anita McDermott called Ms. de Leon a whore while Anita was leaving the classroom. Anita did make a general statement that made reference to her being dismissed from the class. I affirm that this incident took place in Ms. de Leon's 1<sup>st</sup> period Spanish 1 classroom on February 11, 2003.

To whom it may concern:

2/26/03

Matthew J. Weller  
Principal  
John C. Higgins  
Assistant Principal  
James T. Maggari Jr.  
Assistant Principal  
Fax: (814) 337-1486  
Telephone: (814) 336-1121  
Meadville, Pennsylvania 16335-2199  
330 North Street  
Meadville Area Senior High School  
Jeffrey L. Weller  
John C. Higgins  
Assistant Principal  
James T. Maggari Jr.  
Assistant Principal  
Don C. Apple  
Guidance Director  
John S. Weisz  
Matthew Director



Meadville Area Senior High School

AN EQUAL RIGHTS AND OPPORTUNITIES SENIOR HIGH SCHOOL

I, D. B. \_\_\_\_\_, attest that Anita McDermott did not call Ms. DeLeon a "Whore" on February 11, 2003. I can confirm that the student made a general statement that made reference to her being dismissed from the class. I affirm that this incident took place in Ms. DeLeon's 1<sup>st</sup> Period Spanish classroom.

To Whom It May Concern:

2/26/03

George H. Dechner  
President  
John C. Higgin  
Administrator  
Assistant Principals  
James T. Morgan Jr.  
Administrator Principals  
Don C. Apple  
Guidance Director  
John S. White  
Athletic Director

Medaville, Pennsylvania 16335-2199  
Telephone: (814) 336-1121  
Fax: (814) 337-1486

Medaville Area Senior High School



AN EQUAL RIGHTS AND OPPORTUNITIES SENIOR HIGH SCHOOL

*L. Day, Student*  
call Ms. deLeon a "Whore" on February 11, 2003, I can confirm that the student made a general statement that made reference to her being dismissed from the class. I affirm that this incident took place in Ms. deLeon's 1<sup>st</sup> period Spanish classroom.

To whom it may concern:

2/26/03

John C. Higgin  
Administrator  
Assistant Principal  
John C. Higgin  
Administrator  
Assistant Principal  
Don C. Adair  
Gukdenice Director  
John S. White  
Athletic Director

Meadville, Pennsylvania 16335-2199  
Telephone: (814) 336-1121  
Fax: (814) 337-1486  
930 North Street



PC: Charles E. Heller III, Asst Superintendent  
 George H. Deschner, Principal  
 Dan Hoootman, President of CCEA  
 Personnel File  
 Assistant Principal  
 John C. Higgins

John C. Higgins  
  
 Thank you,

Misconduct Record referred to Anita McDermott dated February 11<sup>th</sup>, 2003.  
 Further, please be aware another meeting will be scheduled to follow-up on the  
 method. I plan on meeting with you to discuss these chapters on March 11<sup>th</sup> during 7<sup>th</sup>  
 successfully. I student-teacher interactions and recognizing and responding to situations in the classroom  
 chapters contain important information for implementing discipline effectively, improving  
 chapter 4 from the book, *Solving Discipline Problems: Strategies for Classroom Teachers*. These  
 assigned you chapters 3, 7 and 8 from the book, *Discipline in the Secondary Classroom*. Classroom and  
 environment conducive to learning while minimizing student behavior problems.  
 administrator consequences consistently. By doing this you will create a classroom  
 classroom. It is very important to maintain positive teacher-student interactions in the classroom  
 accurately relate information to the office. Please bear in mind that falsely accusing a student or failing to  
 Misconduct Report to the office. Please bear in mind that falsely accusing a student or failing to  
 During our meeting I attempted to clarify to you the need to be accurate when sending a  
 support your claim against Anita.

You had accused her of saying. With the information I was given it is not possible for me to  
 call you a whore. All of them I spoke with informed me that they had not heard Anita say what  
 whore. After speaking with him I talked to some other students to see if anyone had heard Anita  
 had never said anything to you regarding Anita and had not heard her or anyone else call you a  
 office to confirm that she did make the comment. When I spoke with him he informed me that he  
 making a general statement, but denied calling you a whore. I then called Patrick Booth to my  
 to you, "Did you hear that she called you a whore?" When I spoke with Anita she admitted  
 Anita of calling you a "Whore". Further, you write that Patrick Booth, one of your students, said  
 Misconduct Record on Anita McDermott dated February 11<sup>th</sup>. In this Misconduct you accuse  
 On Tuesday, February 25<sup>th</sup>, we met to discuss the memo you sent me in regard to the

Mrs. deLeon,

2/28/03



Meadville, Pennsylvania 16335-2199  
 Telephone: (814) 336-1121  
 Fax: (814) 337-1486  
 James T. Morgan Jr.,  
 Assistant Principal  
 Don C. Apel,  
 Guidance Director  
 John S. Weller,  
 Athletic Director

Meadville Area Senior High School

George H. Deschner  
 Principal  
 John C. Higgins  
 Assistant Principal  
 James T. Morgan Jr.,  
 Assistant Principal  
 Don C. Apel,  
 Guidance Director  
 John S. Weller,  
 Athletic Director



C.C. Mr. Dan Hoonman - President  
C.C. Mr. Phillips - Human Relations  
C.C. Ms. PSJA Attorney

I am following Mr. Deschner directives.  
consistently from my classroom, it to maintain an environment conducive to learning  
The main reason for removing the disruptive, defiant students immediately and

What do you mean by making a General Statement? To whom? To me? To the  
In your letter, You also mentioned that Anita admits making a general statement. About  
Class?  
Partick first he didn't hear anything, then He heard, "Bull Crap or Bull Shit".  
an invasion and every single student said they never heard anything. Except for  
"name", to another teacher (Mr. Radnich). You can call my entire SP I "period class for  
It is very frustrating that the day Anita was suspended, it was because She called a  
hostile attitude toward me. It is a very hostile environment to be able to teach.  
negative effects of programming the students and continue supporting their defiant and  
Mr. Phillips mentioned to you during the Parent meeting held on 02/19/03 the  
You are asking me to be accurate when writing my referrals. I do my best. Nonetheless,

First, You said, He told you, "He didn't hear anything or not".  
what he meant to say when He had asked me: "Did you hear what She called you?"  
you wrote: "Did you hear that She called you a Whore?" That is why I asked Partick  
what She called you? I pretended I didn't hear it. I just looked at Partick. In your letter  
said: "You are a whore". I was standing by Partick when He asked me: "Did you hear  
At the time Anita McDermott was leaving the classroom, As she walked by me. She  
With a great deal of respect, I would like to remind to you what Partick had said to me.

Dear Mr. Higgins,

Date: 02/28/03

RE: Response to memo dated 02/28/03 (Anita McDermott)

To: Mr. John Higgins  
From: Claudette de Leon

EXHIBIT  
78